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ABSTRACT

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the community resources module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the community resources module is "to understand that community resources are utilized by individuals in society in order to obtain a satisfactory mode of living, and that community resources are maintained so that society as a whole may be preserved; and to understand transportation systems and their relation to public problems." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: familiarity with Federal/State/local services and agencies; transportation signs, symbols, and schedules; map use; transportation fares and overnight accommodations; and transportation and public problems. (A 3-page bibliography lists additional resources.) (EA)

ED109353

CAREER EDUCATION FOR ADULTS

APR 21 1975

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NATIONAL INSTITUTE OF EDUCATION
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BASED ON ADULT
PERFORMANCE LEVELS
APL Tools and Techniques

FOREWORD

Auburn University conducted the first Institute in Alabama devoted to career education for adults. This Institute was held during the weeks of August 6 through 17, 1973, and sixty participants from all areas of the State were involved. It was recognized at the outset that adults are often confronted with many problems requiring the application of knowledge and skills for adequate solutions. It was further recognized that basic educational offerings must be oriented strongly toward helping adult learners to acquire the needed knowledge and skills for adequacy in problem solution if such offerings were to be made relevant to needs. For these reasons, the Institute was designed in keeping with the findings of the Adult Performance Level Study conducted at the University of Texas, and the major purpose of the Institute was that of producing teaching approaches in a modular form utilizing the findings of the study. Thus, the tasks identified as being important to adults in the Texas study became the basis for the instructional modules developed by the Institute participants.

The nationally oriented Adult Performance Level Study defined a general areas of needs for effective livelihood in American society. In the structure, an instructional goal was stated for each general knowledge area, a set of performance objectives was stated that would allow for the attainment of the instructional goal, and each performance objective was followed by a series of learning tasks (enabling objectives) designed to help the learner attain the competencies required. Each task was presented in terms of teacher activities, learner activities, and resources required

so that an adult education instructor might employ the task modules in the most efficient and meaningful process.

The book was made available to many adult educators throughout the State of Alabama and across the nation. Evaluative and other feedback materials were provided, reciprocally, in order to determine any necessary changes. Therefore, a thorough "field testing" was carried out during the period of September, 1973 through May, 1974 to check out and determine the feasibility and applicability of each major task at the varying adult performance levels.

During the same period, the performance level study conducted by Dr. Norrell Northcutt of Texas and associates revised the original tasks. The final outcome of that study reduced the general knowledge areas to five and revised the performance objectives and tasks accordingly. The information from this facet of the study provided a new impetus for further development of the approach employed in the first book, and as a result, the Adult Education Department of Auburn University received a grant from the Alabama State Department of Education, Adult Basic Education and U.S.O.E. to fund an Institute and follow-up with the purpose being that of a major revision in terms of the newly defined knowledge areas, performance objectives, and tasks and implementation of adult education curriculum based upon the revised modules.

The Summer Institute, made possible by this grant, was held at Auburn University on August 12-16, 1974. The Institute participants, most of whom were experienced in using the modules, were divided into five

groups, with each group being responsible for one of the general knowledge areas defined. The purpose of each group was to revise the book in keeping with the new structure in terms of knowledge areas, performance objectives, and tasks. In many instances, it was possible to place task modules from the earlier publication under the new performance objectives, while in others, the participants had to create new modules as required by the new structure. Additionally, it was decided that five books would be produced, each one representing a specific knowledge area as shown in the diagram below.

GENERAL KNOWLEDGE AREAS

	Occupational Knowledge	Consumer Economics	Health	Community Resources	Government and Law
Basic Skills	Communication skills				
	Problem solving techniques				
	Interpersonal relationships				

The performance objectives for each knowledge area were adopted from the new data of the Adult Performance Level Study, and the tasks (enabling objectives) were adaptations of the ones produced by the new data. Finally, it should be noted that some tasks were considered to be above that which would be acceptable to some adult groups; therefore,

such tasks were included as a separate section entitled "Advanced Tasks" so that instructors might choose from them if appropriate for particular groups.

EVALUATION OF ADULT PERFORMANCE LEVEL MODULES

(By Participants in the 1974 Adult Basic Education Institute, Auburn University)

Instructor _____

NAME _____ POSITION: Supervisor _____

Other _____

TASK PREFIX LETTERS & NUMBERS: (Example: OK-25) _____

Number of learners in each level: Level 1 _____
Level 2 _____
GED _____

Amount of Instruction time for this module _____.

BASIS FOR MODULE SELECTION

(Why did you select this module for use in an Adult Education class?)

INSTRUCTIONS: Show the method(s) which were used in the selection of this module by checking only one blank under each of the following items.

(1) Instructor's perception of the need for the selected module.

High _____
Low _____
None _____

(2) Supervisor's influence in selecting this module.

High _____
Low _____
None _____

(3) Learner's perception of need for the selected module as expressed through individual means. (Ex.: through the use of tests, conversation, observation, case-study, etc.).

High _____
Low _____
None _____

(4) Perception of learner's needs as expressed through group activities. (Ex.: discussion, role playing, observation, case-study, etc.).

High _____
Low _____
None _____

(5) Availability and accessibility of resources (includes resource persons, books, pamphlets, visual aids, materials for constructing instructor-made resources, etc.).

High _____
Low _____
None _____

(6) Critical Incident - To what extent did your learners experience a sudden and important real-life need?

High _____
Low _____
None _____

********** ***

ESTIMATION OF THE MODULE AS A LEARNING EXPERIENCE

Please give your opinion of the efficiency of the modules as a learning experience by checking one blank under each of the following items.

(1) Learner's interest and accomplishments.

High _____
Low _____
None _____

(2) Effectiveness of instructor activities.

High _____
Low _____
None _____

(3) Effectiveness of learner activities.

High _____
Low _____
None _____

(4) Effectiveness of resources.

High _____
Low _____
None _____

Suggestions for improvement of the module: _____

_____

_____

_____

_____

COMMUNITY RESOURCES

INSTRUCTIONAL GOAL: To understand that community resources are utilized by individuals in society in order to obtain a satisfactory mode of living, and that community resources are maintained so that society as a whole may be preserved; and to understand transportation systems and their relation to public problems.

DESIGNATOR SYSTEM: Those performance objectives related directly to community resources are designated CR followed by a number. The tasks (enabling objectives) follow the objectives with the letter "T" used as the Task designator, and then followed by the number of the Task for that objective. Thus, the designator code CR-1, T-1 means community resources performance objective one, task one. The subset transportation, as a part of community resources, employs the designator code CR ST- , T- . Thus, the designator code CR ST-1, T-1, means community resources subset transportation performance objective one, task one.

CONTENTS:

1. Community resources and transportation performance objectives and tasks.

2. Suggested advanced tasks for certain performance objectives.

3. Bibliography of suggested resources not contained in the Resources sections of the task modules.

COMMUNITY RESOURCES

Performance Objective CR-1. To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) services to community members and (b) services to persons outside the community or non-self-supporting members of society (unemployed, criminals, insane, etc.).

TASKS: (Enabling Objectives)

T-1. Using terms commonly used in speaking of community resources (departments such as Office of Economic Opportunity, State Department of Public Health, services such as postal, fire, police, etc., concepts such as welfare, social security, etc.) to discuss the words and their meanings.

T-2. Using terms listed in T-1, to read the words in phrase and sentence context.

T-3. To discuss and list commonly used abbreviations for community resources (OEO, PTA, AMA, etc.).

Performance Objective CR-2. To delineate the kinds of services provided on federal, state and local (city or county) levels for self-supporting and non-self-supporting members of society.

TASKS: (Enabling Objectives)

T-1. To list services available in the surrounding vicinity.

T-2. To mark such services on a city map.

T-3. To list funding sources of given services.

T-4. To recognize who is responsible for the maintenance of non-self-supporting members of society and where (if applicable) these members are housed.

T-5. To obtain literature provided by state, local and federal agencies in regard to various services.

T-6. To understand requirements to be met in order to apply for various services.

Performance Objective CR-3. To understand the underlying concept pertaining to the need for community resources.

TASKS: (Enabling Objectives)

T-1. To recognize various services commonly provided to a community such as postal, fire and police services, public schools, and city or county hospitals.

T-2. To discuss the consequences of not having various services such as the postal system (how would a person communicate with another, etc.) or fire department, etc.

T-3. To list provisions for the community at large (highway patrol, State Employment Agency, etc.) and for the non-self-supporting members (schools for the deaf, and blind, hospitals for the mentally ill, correctional institutions, unemployment insurance).

Performance Objective CR-4. To understand how to apply for services, especially in relation to aspects such as social security and Medicare, and to discuss benefits accruing to such services.

TASKS: (Enabling Objectives)

T-1. To read summaries of literature relating to eligibility requirements for common services such as Medicare, Social Security, Unemployment Compensation, etc.

T-2. Using examples provided by the instructor, to determine under the rules which persons are eligible for given services.

T-3. To fill out sample forms eliciting information as to a person's eligibility for services.

Performance Objective CR-5. To be aware of various recreational, self-improvement and community support places and organizations available in the community for the individual's use.

TASKS: (Enabling Objectives)

T-1. To list places where individuals can spend leisure time or be entertained (sports areas, parks, theaters, etc.).

T-2. To calculate costs of various recreational or leisure activities, according to individual needs and resources.

T-3. To locate places in the community where one can obtain training in a trade, craft or vocation and places in the community where one can continue one's academic education.

T-4. In a speaking and listening situation, to explain or demonstrate a hobby or interest to the group.

T-5. To be aware of services offered by public libraries and how to use the library.

Performance Objective CR-6. To be able to utilize informational aspects of the community for locating places, shopping, etc.

TASKS: (Enabling Objectives)

T-1. Using names from a telephone directory to list them in alphabetical order.

T-2. To find a specific name in the white pages.

T-3. To be able to use the yellow pages of the telephone book.

T-4. To be able to use directory assistance operators and long distance information.

T-5. To be able to read and use various indexes or directories (as found in books, stores, etc.).

T-6. To obtain and read materials relating to civic or historical aspects of the community.

T-7. To utilize communication media to know of the existence and location of various community assistance resources (legal aid, drug abuse help ads, etc.).

Performance Objective CR-7. To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

TASKS: (Enabling Objectives)

T-1. To know the "recourse" people and organizations, in terms of their location, areas of interest and effectiveness (BBB, NAACP, SPCA, Congressmen, IRS, Legal Aid Society).

T-2. In a role playing situation, to identify an inequity or problem and to report to the appropriate person or agency for action.

SUBSET: TRANSPORTATION

Performance Objective CR ST-1. To build an oral and written vocabulary of transportation terms.

TASKS: (Enabling Objectives)

T-1. Using terms commonly used in transportation (right of way, yield, detour, etc.), to verbally associate the words with their meanings in discussion with the instructor.

T-2. To write the words in Task 1, and to be able to recognize them on sight.

T-3. Using pictures and articles dealing with transportation, travel, traffic signs, etc., to read the words in Task 1 and other words that appear with them in context.

Performance Objective CR ST-2. To be able to recognize and utilize signs related to transportation needs.

TASKS: (Enabling Objectives)

T-1. To identify signs directing to or identifying various modes of transport (taxi stands, bus stops, subway stations, air terminals, etc.).

T-2. To locate and identify signs indicating departure and arrival ramps in bus and air terminals.

T-3. To recognize and understand transportation safety signs and signals (yield and stop signs, traffic lights, speed limit signs, and road warning signs).

Performance Objective CR ST-3. To develop a familiarity with transportation schedules, and to calculate fares.

TASKS: (Enabling Objectives)

T-1. Using time schedules to determine departure and arrival time.

T-2. Using fare rates to determine price of travel and compare rates of various modes of transport.

T-3. To determine route changes when there are not straight-through connections.

Performance Objective CR ST-4. To be able to find and utilize information sources for transportation facilities.

TASKS: (Enabling Objectives)

T-1. To find telephone listings for various transportation agencies and to request relevant information as to route fares and schedules.

Performance Objective CR ST-5. To learn the use of maps relating to travel needs.

TASKS: (Enabling Objectives)

T-1. To recognize and understand common symbols (rivers, highways, etc.).

T-2. To locate one's position on a map and orient oneself to the overall area in question.

T-3. To determine the best route or alternate routes between locations based upon various contingencies (one-way streets, major intersections, numbers of turns, etc., to include intra-city and inter-city situations).

T-4. To use a map as a guide in verbally expressing directions (including terms such as north, south, left, right, etc.) or in listening to and following given directions.

Performance Objective CR ST-6. To recognize time zone boundaries and understand the concept of daylight savings time.

TASKS: (Enabling Objectives)

T-1 Using a U. S. map to locate time-zone boundaries.

T-2. To list advantages and disadvantages of daylight savings time.

Performance Objective CR ST-7. To request information on and make verbal and written travel and overnight accomodations/reservations.

TASKS: (Enabling Objectives)

T-1. To simulate a phone conversation making reservations on a bus (stating destination and requesting information on time of arrival and departure and fares).

Performance Obejctive CR ST-8. To conceptualize the relationship between transportation and public problems.

TASKS: (Enabling Objectives)

T-1. To list the advantages and disadvantages of public and private transportation.

T-2. To be aware fo differences in car performances (e.g., VW vs. Cadillac) and driving techniques (e.g., 50 m.p.h. vs. 70 m.p.h.).

DESIGNATOR: CR-1, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-1: To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) service to community members and (b) to persons outside the community or non-self-supporting members of society (unemployed, criminals, insane, etc.).

ENABLING OBJECTIVE T-1: Using terms commonly used in speaking of community resources (departments such as office of Economic Opportunity, State Department of Public Health, services such as postal, fire, police, etc., concepts such as welfare, social security, etc.), to discuss the words and their meanings.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure a directory of all possible community service agencies which are categorized under local, state and federal governments.	1. ----------	1-1 City Directory from Chamber of Commerce. 1-2 Telephone directory.
2. Survey the local community and list all agencies, clubs, and organizations which provide services to adults.	2. ----------	2-1 Telephone directory. 2-2 Bailey, C. J. ABE TEACHER'S HANDBOOK OF SERVICES, 1972.
3. Lead discussion of local services offered in the community.	3. Participate in discussion.	3. Department of Adult Education, Florida State University. LEADERSHIP SKILLS IN ADULT BASIC EDUCATION, 1969.
4-1 Prepare and distribute information sheets with agencies categorized according to services rendered.	4-1 ----------	4. Instructor-made information sheets.

CR-1, T-1 continued.

4-2 Instruct learners to match the names of agencies to the instructor's definition of services rendered. Following completion of matching assignment of information sheets, learners will verbally match agencies with services rendered.	4-2 Match the names of agencies to the instructor's description of services offered.	
5. Demonstrate problem solving by having students choose an agency which could help in the solution of specific problems.	5. Identify agencies which provide help with specific problems.	5. National Association for Public School Education. A GUIDE FOR TEACHER TRAINERS IN ADULT BASIC EDUCATION, 1966. Washington, D. C.
6. Ask learners to work individually to find a specific name in the yellow pages of the telephone directory. For example: (a) Fire Department (b) Police (c) Welfare Department (d) Social Security Office	6. Work individually to find the specific name in the yellow pages suggested by the instructor.	6. Telephone directory.

DESIGNATOR: CR-1, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-1: To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) service to community members and (b) services to persons outside the community or non-self-supporting members of society (unemployed, criminals, insane, etc.).

ENABLING OBJECTIVE T-2: Using terms listed in T-1, to read the words in phrase and sentence context.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Make transparency listing service agencies.	1. ----------	1. Telephone directories; list of agencies in CR-1.
2. Study curriculum guide for tips on teaching skills of communication at different levels.	2. ----------	2. FERNDALE ABE CURRICULUM: CONTINUING AND COMMUNITY EDUCATION. Ferndale, Michigan: Ferndale High School, 1970.
3. Lead the group to read together from the transparency, listing service agencies.	3. Read with the group.	3. Instructor-made transparency.
4-1 Make flash cards which show the category on one side and the name of the corresponding agency on the other side. 4-2 Divide class into partners and instruct learners to choose partners and study flash cards together.	4-1 Choose a partner and read the names of the agencies from the flash cards.	4-1 Instructor-made flash cards 4-2 ----------

CR-1, T-2 continued.

5. Have learners bring personal phone directories and assist them in underlining the agencies they might use individually.	5. Underscore names of agencies in personal phone book.	5. Same as #1.

DESIGNATOR: CR-1, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-1: To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) service to community members and (b) services to persons outside the community or non-self-supporting members of society (unemployed, criminals, insane, etc.).

ENABLING OBJECTIVE T-3: To discuss and list commonly used abbreviations for community resources (OEO, PTA, AMA, etc.)

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Have learners bring current publications such as news magazines, newspapers, etc., and assist them in locating initials used in the publications for the names of service agencies.	1. Locate and underscore initials used in the news publications.	1-1 List of names in task 1. 1-2 Local newspapers, TIME, NEWSWEEK, U. S. NEWS AND WORLD REPORT magazines, etc.
2. From group discussion list on the chalk board the initials discovered by the learners.	2. Participate in group discussion.	2. Learners.
3. Assist learners to assign correct initials or abbreviations to the correct name of agency.	3. Match the initials or abbreviations to the correct name of an agency.	3. Knauer, Virginia H. GUIDE TO FEDERAL CONSUMER SERVICES. Washington, D. C. Office of Consumer Affairs, 1971.

DESIGNATOR: CR-2, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-2: To delineate the kinds of services provided on federal, state and local (city or county) levels for self-supporting and non-self-supporting members of society.

ENABLING OBJECTIVE T-1: To list services available in the surrounding vicinity.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare work sheets on writing paper which has the dotted middle line. The work sheet should have the names of an agency written in printed and cursive forms to be used as models by the learners.	1. Write the names of the agencies on the work sheets.	1-1 Instructor-made work sheets. 1-2 List of agencies from CR-1, T-1.
2-1 Display printed and cursive handwriting charts. 2-2 Instruct learners to compare the formation of their letters with chart.	2-1 ---------- 2-2 Check the formation of letters with the handwriting charts.	2. Printed and cursive handwriting charts.
3-1 List the agencies functions and display to learners. 3-2 Assist learners in writing a short paragraph on how six of the agencies benefit learner.	3-1 ---------- 3-2 Write a short paragraph on how the six of the agencies can benefit learner or associates.	3. Community Council of Huntsville and Madison County. DIRECTORY OF COMMUNITY SERVICES, 1971, or your own local directory.

DESIGNATOR: CR-2, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-2: To delineate the kinds of services provided on federal, state and local (city or county) levels for self-supporting and non-self-supporting members of society.

ENABLING OBJECTIVE T-2: To mark such services on a city map.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure maps and distribute to learners. On a large map (actual or drawn on chalk board or transparency) mark the location(s) of the services in the community.	1. Have learners locate and mark the location of the services on their maps.	1. Sources of free maps (community): A. Service Station B. Chamber of Commerce C. Telephone Directory D. Library (borrowed)
2. Using the large map, teacher might indicate with different colored markers or chalk the various routes, learners would travel to library(ies).	2. Ask each learner to tell other class members how he would go to service centers from his home (or ABE Center).	2. Maps of community.

DESIGNATOR: CR-2, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-2: To delineate the kinds of services provided on federal, state and local (city or county) levels for self-supporting and non-supporting members of society.

ENABLING OBJECTIVE T-3: To list funding sources of given services.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare a list of the agencies and their funding sources which have significance for the learners.	1. Study list of names of agencies.	1-1 Telephone directory. 1-2 List of agencies from CR-1, T-1.
2. Divide class into partners.	2. Work with a partner and practice spelling names of funding sources in CR-1, T-1.	2. ----------
3. Dictate the names of the agencies for the learner to practice spelling.	3. Practice spelling names of agencies.	3. Same as 1-2.
4. Describe a service and have the learner write and correctly spell the name of funding source.	4. Write, correctly spelling, the names of agencies providing specific services as described by the instructor.	4-1 Briney, Kenneth L. BASIC CONCEPTS IN HEALTH SCIENCE SERIES. Belmont, California: Wadsworth Publishing Company, 1970. 4-2 Government Printing Office. SOCIAL SERVICES FOR CHILDREN AND FAMILIES IN YOUR STATE. Washington, D. C., Superintendent of Documents, 1969.

DESIGNATOR: CR-2, T-4 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-2: To delineate the kinds of services provided on federal, state and local (city or county) levels for self-supporting and non-supporting members of society.

ENABLING OBJECTIVE T-4: To recognize who is responsible for the maintenance of non-self-supporting members of society and where (if applicable) these members are housed.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure guest speakers from civic clubs, Chamber of Commerce, government agencies, etc. who can furnish information regarding sources of information on location of community resources.	1. Ask questions of speakers to determine sources of telephone numbers of various community resources.	1. Resource person from Chamber of Commerce, Civic Clubs, government agencies, etc.
2. Secure pamphlets with information concerning locations of community resources.	2. Examine pamphlets to see if information on telephone numbers of community resources is given.	2. Pamphlets obtained from various agencies (Red Cross, Chamber of Commerce, Health Department, etc.).
3-1 Make list of names of community resources. 3-2 Ask learners to bring local phone directories to class. 3-3 Instruct learners to find names, addresses, and telephone numbers of community resources.	3-1 Copy on a sheet of paper the Instructor-made list of community resources. 3-2 Bring telephone directories to class. 3-3 Look up names, and telephone numbers of community resources.	3-1 Instructor-made list. 3-2 Telephone directories. 3-3 Telephone directories.

CR-2, T-4 continued.

4. Instruct learners to list at least three sources of information which supply the telephone numbers of community resources-using knowledge gained from all resources.	4. Using the resources provided for in CR-2, T-3, list at least three sources of information which supply the telephone numbers of community resources-ex: Chamber of Commerce, telephone directory, pamphlets providing information on community resources.	4. See #1, 2, and 3-2.

DESIGNATOR: CR-2, T-5 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-2: To delineate the kinds of services provided on federal, state and local (city or county) levels for self-supporting and non-self-supporting members of society.

ENABLING OBJECTIVE T-5: To obtain literature provided by state, local and federal agencies in regard to various services.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 List on blackboard categories (e.g., health, etc.) under which various community agencies might be found. 1-2 From this list, lead the learner to verbally suggest the local agencies and the services rendered within a given category.	1-1 Learners add to list from own knowledge. 1-2 Participate in group work verbally suggesting community agencies according to category and service rendered.	1-1 Ruud, Josephine B. and Olive A. Hall. ADULT EDUCATION FOR HOME AND FAMILY LIFE. New York: John Wiley and Sons, 1974. pp. 64-87. 1-2 Cheyney, William J. THE EMERGENCY PROBLEM: WHAT TO DO ABOUT IT. Washington, D. C.: National Foundation for Consumer Credit, 1967. 1-3 Seaver, Jacqueline. FADS, QUACKS AND YOUR HEALTH. Public Affairs Pamphlet #415, Public Affairs Committee, 1968. 1-4 Knauer, Virginia H. GUIDE TO FEDERAL CONSUMER SERVICES. Washington, D. C.: Office of Consumer Affairs, 1971.

DESIGNATOR: CR-2, T-6 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-2: To delineate the kinds of services provided on federal, state and local (city or county) levels for self-supporting and non-self-supporting members of society.

ENABLING OBJECTIVE T-6: To understand requirements to be met in order to apply for various services.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure and issue forms from various agencies. Ex.: The Department of Pensions and Security, Drivers License Examining Office, Employment Service, etc.	1. Review the forms and formulate questions for group discussions.	1. Forms Health and Welfare Agencies, The Department of Pensions and Security, Veterans Administration, Servic Agencies, Local Business and Industry.
2. Discuss requirements and demonstrate how to fill out forms for particular services.	2. Group discussion and fill out specific forms.	2. Same as resource #1.

DESIGNATOR: CR-3, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-3: To understand the underlying concept pertaining to the need for community resources.

ENABLING OBJECTIVE T-1: To recognize various services commonly provided to a community such as postal, fire and police services, public schools, and city or county hospitals.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead class discussion to determine the need of community services such as postal, fire and police services, public schools, and city or county hospitals.	1. Participate in discussion of these community services. Relate experiences with some of these services.	1. Learners and Instructors
2. Ask learners to select the most interesting services to them and obtain more information from telephone calls and and letters to the agency.	2-1 Work individually to select specific community service. Use the telephone directory to look up service. 2-2 Write a letter to service to obtain additional information.	2-1 Telephone directory. 2-2 Sample business letter.
3. Have a resource person from each service listed.	3. Ask specific questions to resource person during the discussion.	3. Resource Person: Postal Clerk, Fire Chief, Policeman, Assistant Supt., Nurse or Doctor.

DESIGNATOR: CR-3, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-3: To understand the underlying concept pertaining to the need for community resources.

ENABLING OBJECTIVE T-2: To discuss the consequences of not having various services as the postal system (how would a person communicate with another, etc.) or fire department, etc.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead class discussion to determine the consequences of not having various services in the community.	1. Participate in discussion.	1. Learner.
2. Prepare information work sheet listing various services such as the postal system and fire department.	2. Match services to the instructors description of services offered.	2. Information sheet.
3. Have a resource person from fire department discuss ways to organize volunteer fire departments.	3. Participate in the discussion. Ask specific question to resource person.	3. Resource: Fire Marshall or Fire Chief.

DESIGNATOR: CR-3, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-3: To understand the underlying concept pertaining to the need for community resources.

ENABLING OBJECTIVE T-3: To list provisions for the community at large (highway patrol, State Employment Agency, etc.) and for the non-self-supporting members (schools for the deaf and blind, hospitals for the mentally ill, correctional institutions, unemployment insurance).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure resource persons from civic clubs, Chamber of Commerce, government agencies, etc. who can furnish information regarding sources of information on location of community resources.	1. Participate in discussion with resource person and ask questions in order to determine sources of addresses of various community resources.	1. Resource person from Chamber of Commerce, civic clubs, government agencies, and state agencies.
2. Secure pamphlets containing information of community resources.	2. Examine pamphlets and discuss which services are available from each community agency.	2. Pamphlets obtained from various agencies (Red Cross, Chamber of Commerce, Health Department, etc.).
3. Lead discussion on community announcements, their purposes, when usually are broadcast from stations, etc. which are heard on radio, TV or local news programs.	3. Participate in discussion of community announcements.	3. ----------
4. Bring radio to class and tune in at time of regular community announcements so that learners will have heard examples of public announcement.	4. Listen to community announcements broadcast on radio.	4. Radio, TV programs or tape player recording of announcements.

CR-3, T-3 continued.

5-1 Instruct learners to listen to radio, television, and local news programs in order to hear community announcements. 5-2 Instruct learners to list announcements heard and write a brief summary of three announcements. 5-3 Instruct learners to participate in group discussion of the substance of these community announcements.	5-1 Listen to radio, television and local radio programs for community announcements. 5-2 List announcements which were heard and write a summary of three of these. 5-3 Participate in group discussion of the substance of these community announcements.	5. Same as #2.

DESIGNATOR: CR-4, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-4: To understand how to apply for services, especially in relation to aspects such as Social Security and Medicare, and to discuss benefits accuring to such services.

ENABLING OBJECTIVE T-1: To read summaries of literature relating to eligibility requirements for common services such as Medicare, Social Security, Unemployment Compensation, etc.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead group discussion about eligibility requirements for Medicare, Social Security and Unemployment Compensation.	1. Ask questions from discussion.	1. Learner.
2. Invite resource person to meet with the class to discuss and explain services of of the Department of Pensions and Security.	2. Listen to resource person and identify questions that need to be answered.	2. Resource person from the Department of: (1) Pensions and Security. (2) Unemployment Compensation Counselor
3. Secure pamphlets from the Department of Pensions and Security.	3. Examine pamphlets.	3. Pamphlets obtained from the Department of Pensions and Security and Unemployment Office.
4. Through class discussion, determine which agency is of most interest to learners.	4-1 Participate in discussion of community agencies. Relate experiences with ex: food stamp program. 4-2 Through group participation decide to which agency the class will write a letter.	4-1 Community agency handbook. 4-2 Local telephone directory.

CR-4, T-1 continued.

5-1 From the resources listed, distribute copies of booklets or a copy of a business letter. 5-2 Instruct learners to examine format of this letter and discuss with instructor.	5-1 ---------- 5-2 Examine briefly the format of letter and discuss with instructor.	5-1 Copy of Business Letter. 5-2 Veterans Association Pamphlet "The Winning Letter", #5-20, Washington, D. C. 5-3 Smith, J. WRITE YOUR OWN LETTERS, 1964.
6-1 Ask a learner to dictate a letter to a community agency requesting information on services provided. Print on chalk board as dictated. 6-2 Instruct learner to address and mail letter to agency.	6-1 Learner dictate letter to a community agency. Class copy on their own. (Use lined format for business letter.) 6-2 Learners address and mail letter to agency.	6. Same as all of #5.

DESIGNATOR: CR-4, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-4: To understand how to apply for services, especially in relation to aspects such as Social Security and Medicare, and to discuss benefits accuring to such services.

ENABLING OBJECTIVE T-2: Using examples, provided by the instructor, to determine under the rules which persons are eligible for given services.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare information sheets summarizing eligibility requirements for various services.	1. Match the names of agencies from prepared information sheets as to eligibility requirements.	1. Information sheets prepared from COMMUNITY RESOURCE DIRECTORY. Available from local Chamber of Commerce.
2. Using hypothetical case histories, determine who is eligible for various services. Group learners according to needs to discuss agencies of interest.	2. Participate in group discussion.	2. Learner.

DESIGNATOR: CR-4, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-4: To understand how to apply for services, especially in relation to aspects such as Social Security and Medicare, and to discuss benefits accuring to such services.

ENABLING OBJECTIVE T-3: To fill out sample forms eliciting information as to a person's eligibility for services.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure sample forms from various service agencies.	1. ----------	1. Pamphlets from: Department of Pensions and Security and Unemployment Compensation Agency.
2. Lead discussion explaining various forms.	2. Participate in group discussion.	2. ----------
3. Pass out forms.	3. Fill in forms.	3. Overhead projector forms.

DESIGNATOR: CR-5, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-5: To be aware of various recreational, self-improvement and community support places and organizations available in the community for the individuals use.

ENABLING OBJECTIVE T-1: To list places where individuals can spend leisure time or be entertained (sport areas, parks, theaters, etc.)

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare for learners lists of different types of free activities. The following are suggested sources: a. Art exhibits b. Craft shows in malls c. Local museums d. City parks e. Local beaches f. Federally funded recreation centers weekly activity sheets posted on bulletin boards. g. Local church activities h. Local school sporting events i. Hunting and fishing activities j. Senior citizen clubs	1. Have learners select a leisure time activity to participate in and report to the class in small group discussions of his activity.	1-1 Chamber of Commerce. 1-2 Community recreational direcors. 1-3 Ministerial Assoc. 1-4 Local school administration. 1-5 R.S.V.P. (Retired Senior Volunteer Program) Local Senior Citizen Club.

DESIGNATOR: CR-5, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-5: To be aware of various recreational, self-improvement and community support places and organizations available in the community for the individual's use.

ENABLING OBJECTIVE T-2: To calculate costs of various recreational or leisure activities, according to individual needs and resources.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare lists of costs of transportation to various recreational areas.	1-1 Request learner to call local bus stations for ticket prices and calculated cost expectancy. 1-2 Calculate mileage cost by private auto.	1. Local bus and taxi stations. Current gasoline prices at local stations.
2. List costs of local theater.	2. Formulate math problems based on family size and cost of theater ticket.	2. Local theaters.
3. List costs of fishing and hunting licenses and equipment.	3. Add cost of all equipment necessary to cost of license for math problem.	3. Tax Assessor's Office.
4. Use above lists to prepare individualized problem situations applicable to family size and budget.	4. Have learners fit into budget most desirable recreations.	4. USING LEISURE TIME, ENERGY AND MONEY (Unit 7) Programmed Learning Instruction in Consumer Education, Gustovus Adolphus College, St. Peter, Minn. 56082.

DESIGNATOR: CR-5, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-5: To be aware of various recreational, self-improvement and community support places and organizations available in the community for the individual's use.

ENABLING OBJECTIVE T-3: To locate places in the community where one can obtain training in a trade, craft or vocation and places in the community where one can continue one's academic education.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Survey the local community and list all vocational schools, state technical schools, manpower training programs, adult education programs which provide vocational training and academic education for adults. Secure catalogs and brochures.	1. Distribute catalogs and brochures to learners. Have learners select a school in the community that could help them and tell the group about its offerings.	1-1 Counselors from local vocational schools, technical schools, etc. 1-2 Representative from manpower training program. 1-3 Representatives from other academic programs.
2. Prepare and distribute information sheets with schools categorized according to services rendered.	2. Verbally match the names of schools to the instructors description of services offered.	2. Catalogs and brochures from schools.
3. Contact the local State Employment Office for a list of training programs available through local industry. Make an information sheet for learners listing training.	3. Identify industries which provide training programs.	3. Representative from State Employment Office.

DESIGNATOR: CR-5, T-4 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-5: To be aware of various recreational, self-improvement and community support places and organizations available in the community for the individual's use.

ENABLING OBJECTIVE T-4: In a speaking and listening situation, to explain or demonstrate a hobby or interest to the group

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Invite a local hobby shop owner to demonstrate crafts that utilize low cost materials.	1. Discuss cost, time required to make craft, and utilization of craft by individual interest.	1. Hobby Shop.
2. Use Senior Citizen Club volunteers to bring in crafts made from re-cycled household bottles, cans etc. and instruct learners in use.	2. Set up class times and arrange for volunteers to teach crafts to interested learners.	2. Senior Citizen Club.
3. Have a "Crafts Fair" night and display learners hobbies.	3. Each learner demonstrates a hobby or craft to entire class.	3. Class members.

DESIGNATOR: CR-5, T-5 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-5: To be aware of various recreational, self-improvement and community support places and organizations available in the community for the individual's use.

ENABLING OBJECTIVE T-5: To be aware of services offered by the public library and how to use the library.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Give each learner a copy of Part 1 of the "Be Informed" series. 1-2 Initiate discussion on purpose of library and usefulness of borrower card.	1-1 Read (if possible) "What is a library" in the "Be Informed" series. Relate individual experiences in using the library. 1-2 Participate in discussion of purpose of library and usefulness of borrowers card.	1. BE INFORMED ON USING THE LIBRARY. Unit 15, Part 1 and 2. . Syracuse, New York: New Reader's Press. (Very inexpensive instructional material.)
2. Invite local librarian to class to explain procedures for using the library.	2. Participate in discussion and ask librarian pertinent questions regarding procedures for using library.	2. Local librarian.
3-1 Secure from libraries enough trial applications for all class members or get one copy and make enough for class and distribute. 3-2 Assist (if needed) learners in filling out library application blanks.	3-1 ---------- 3-2 Practice filling in the trial library application blank.	3. Trial applications for library card secured from librarian.

CR-5, T-5 continued.

4. Arrange for the class to tour the library and obtain library card. These activities can be planned more effectively with the cooperation of the local library staff.	4. Take field trip, get library card and become acquainted with librarian.	4-1 Field trip to library. 4-2 Librarian. 4-3 Library cards.
5. Help learners check out books.	5. Check out books (materials, records, etc.) for themselves or children.	5. Library and librarian.

DESIGNATOR: CR-6, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-6: To be able to utilize informational aspects of the community for locating places, shopping, etc.

ENABLING OBJECTIVE T-1: Using names from a telephone directory to list them in alphabetical order.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead a discussion by asking questions- What is meant by the term alphabetical order? What kinds of things are alphabetized? (dictionary entry, index, telephone directory) How is alphabetical order helpful? See EVERYDAY READING AND WRITING.	1. Participate in discussion of alphabetical order.	1-1 Laubach, Frank C., et.al. EVERYDAY READING AND WRITING. Syracuse, New York: New Reader's Press, 1970. 1-2 Small index cards containing letter of alphabet (one letter per card).
2. Using small index cards, write the letters of the alphabet-one letter per card.	2. Place in alphabetical order cards on which letters of alphabet have been written.	2. Flash cards.
3. Prepare and use flash cards containing simple words.	3. Alphabetize flash cards.	3. Instructor-made flash cards of simple words.
4-1 Write names of your learners on the board or on a transparency. 4-2 Instruct learners to alphabetize the names of class members in writing.	4-1 List own name as it would appear in directory. 4-2 Alphabetize names of class members.	4. Copies of a random list of names from telephone directory.
5. Allow learners to call out names from the telephone book. List these names on the board.	5-1 Suggest names from phone book for teacher to list on board. 5-2 Work in small groups to place in	5. ----------

CR-6, T-1 continued.

	alphabetical order the above random list of names.	
6-1 Make random list of names from phone book, distribute this list to learners. 6-2 Instruct and assist learners in putting the names on the list in alphabetical order.	6. Alphabetize names taken from phone book.	6-1 See #1-1. 6-2 Instructor's list of names from telephone directory.

DESIGNATOR: CR-6, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-6: To be able to utilize informational aspects of the community for locating places, shopping, etc.

ENABLING OBJECTIVE T-2: To find a specific name in the white pages.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Secure a telephone directory for each learner. 1-2 Prepare in advance a list of names in alphabetical order. Ask learners to select a particular name on the list.	1. Select a name by circling the name in an alphabetical list provided by instructor.	1-1 Telephone directories. 1-2 Copies of an alphabetical list of names from white pages of telephone directory.
2. Ask learners to select a specific name from the D section of the phone book.	2. Pick out a specific name in the D section of the phone book.	2. White pages of telephone directory.
3. Ask learner to find his name in the phone book.	3. Each learner find his own name in the phone book.	3. Same as #2.
4. Ask learner to find the name of a friend in the phone book.	4. Find the name of a friend in the phone book.	4. Same as #2.
5. Ask learner to look up a specific name in the phone book.	5. Find a specific name in the phone book.	5. Same as #2.

DESIGNATOR: CR-6, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-6: To be able to utilize informational aspects of the community for locating places, shopping, etc.

ENABLING OBJECTIVE T-3: To be able to use the yellow pages of the telephone directory.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Lead group discussion on meaning and use of index (What is an index? How is an index helpful?, etc.) 1-2 Relate discussion to the index to the yellow pages.	1-1 Participate in group discussion of index.	1. Telephone directories.
2. Help learners use lesson on Index found in EDL STUDY SKILLS KIT, REFERENCE "GGG."	2. Study lesson on index found in the STUDY SKILLS KIT, REFERENCE "GGG."	2. Robinson, Alan. STUDY SKILLS LIBRARY, REFERENCE "GGG". Huntington, New York: Educational Developmental Laboratories, 1963.
3. Instruct learners to work in small groups and examine contents of the yellow pages and the index of the yellow pages. (Refer to EVERYDAY READING AND WRITING)	3. Work in small groups to examine the contents of the yellow pages and the index to the yellow pages.	3-1 Laubach, Frank C. et.al. EVERY DAY READING AND WRITING. Syracuse, New York: New Reader's Press, 1970. 3-2 Local telephone directory-yellow pages and index to yellow pages.
4-1 Using local telephone directory show learners how to find the page number for a general topic in the index to the yellow pages.	4-1 ---------- 4-2 Continue to work in small groups to find page numbers for a given topic in the index of the yellow pages.	4. See resource 3-2.

CR-6, T-3 continued.

4-2 Ask small group of learners to find the page number of a specific topic in the index of yellow pages.		
5. Ask learner individually to find a specific topic in the index of the yellow pages.	5. As an individual find page number for a specific topic in the index to the yellow pages.	5. See resource 3-2.
6. Lead discussion of material in EVERYDAY READING AND WRITING, "How to Use the Yellow Pages."	6. Participate in discussion of the use of the yellow pages.	6. Laubach, Frank C., et.al, EVERYDAY READING AND WRITING. Syracuse, New York: New Reader's Press, 1970.
7-1 Obtain telephone directories from various cities. 7-2 Distribute the directories to learners and ask them to compare the size and organization of the yellow pages.	7-1 ---------- 7-2 Using telephone directories from various cities, compare the size and organization of the yellow pages.	7. Telephone directories from various cities may be obtained by contacting local telephone company and requesting books from specific cities.
8. Ask learners to work in small groups to find a specific name in the yellow pages.	8. Work in small groups and find a specific name in the yellow pages.	8. Yellow pages of directories in #2.
9. Ask learners to work individually to find a specific name in the yellow pages.	9. Work individually to find a specific name in the yellow pages.	9. Same as Resource #3.

DESIGNATOR: CR-6, T-4 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-6: To be able to utilize informational aspects of the community for locating places, shopping, etc.

ENABLING OBJECTIVE T-4: To be able to use directory assistance operators and long distance information.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure a film from the phone company concerning the use of the telephone, particularly how to place calls.	1. View film on use of telephone.	1. "How to Use the Telephone" or "I Rather Like You Mr. Bell," films from local South Central Bell Telephone Company.
2. Invite a resource person from the telephone company to discuss and demonstrate local calls, long distance information, and directory assistance.	2. Listen to resource person and learn how to make various kinds of calls.	2. Resource person from telephone company.
3-1 Secure model phones furnished by telephone company. 3-2 Ask learners to practice making various kind of telephone calls.	3. Using model phones furnished by telephone company, practice making various kinds of calls.	3-1 Model telephones from telephone company. 3-2 Knowledge gained from resources and resource person from telephone company.

DESIGNATOR: CR-6, T-5 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-6: To be able to utilize informational aspects of community for locating places, shopping, etc.

ENABLING OBJECTIVE T-5: To be able to read and use various indexes or directories (as found in books, stores, etc.)

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure a directory of all possible community service agencies which are categorized under local, state and federal governments.	1. Identify agencies which provide help with specific problems. Make list of agencies.	1-1 City Directory from Chamber of Commerce. 1-2 Community Council of Huntsville and Madison County. DIRECTORY OF COMMUNITY SERVICES, 1971, or your local directory. 1-3 Telephone directory.
2. Demonstrate to learners how to use an index in a book or directory.	2. Given an item to locate in an index the learners will demonstrate how to find it.	2. Different types of books containing indexes.
3. Using community service directory, make list of agencies that can help the learner.	3. Learner will locate each of the agencies listed in telephone directory.	3. Instructor-made information sheet.

DESIGNATOR: CR-6, T-6 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-6: To be able to utilize informational aspects of the community for locating places, shopping, etc.

ENABLING OBJECTIVE T-6: To obtain and read materials relating to civic or historical aspects of the community.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect information about relating to civic or historical aspects of the community.	1. Relate history of community to family history, including antecdotes passed through generations.	1. Public library.
2. Bring to class oldest possible copies of local newspaper.	2. Read sections aloud of individual interest.	2. Local newspaper.
3. Collect local antique photographs of local buildings and founding citizens.	3. Bring to class old family pictures and discuss role in community of older citizens.	3. Local Chamber of Commerce.
4. Prepare information sheet of any local museums and plan a field trip to museum of greatest interest.	4. Participate in field trip.	4. Ala. Historical Society Montgomery, Alabama.

DESIGNATOR: CR-6, T-7 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-6: To be able to utilize informational aspects of the community for locating places, shopping, etc.

ENABLING OBJECTIVE T-7: To utilize communication media to know of the existence and location of various community assistance resources (legal aid, drug abuse, help, ads, etc.)

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead discussion on community announcements, their purposes, when usually are broadcast from stations, etc. which are heard on radio, TV or local news programs.	1. Participate in discussion of community announcements.	1. ----------
2. Bring radio to class and tune in at time of regular community announcements so that learners will have heard examples of public announcement.	2. Listen to community announcements broadcast on radio.	2. Radio, TV programs or tape player recording of announcements.
3-1 Instruct learners to listen to radio, television, and local news programs in order to hear community announcements. 3-2 Instruct learners to list announcements heard and write a brief summary of three announcements. 3-3 Instruct learners to participate in group discussion of the substance of these community announcements.	3-1 Listen to radio, television and local radio programs for community announcements. 3-2 List announcements which were heard and write a summary of three of these. 3-3 Participate in group discussion of the substance of these community announcements.	3. Same as #2.

DESIGNATOR: CR-7, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-7: To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

ENABLING OBJECTIVE T-1: To know recourse and resource people from community agencies and organizations, in terms of their location, areas of interest and effectiveness (BBB, NAACP, Congressmen, IRS, Legal Aid Society).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure a directory of all possible recourse service agencies which are categorized under local, state and federal governments, such as BBB, NAACP, IRS, Legal Aid Society.	1. ----------	1-1 City Directory from Chamber of Commerce. 1-2 Telephone directory.
2. Survey the local community and list all agencies, clubs, and organizations which provide services to adults.	2. ----------	2-1 Telephone directory. 2-2 Bailey, C. J. ABE TEACHER'S HANDBOOK OF SERVICES, 1972.
3. Lead discussion of local services offered in community.	3. Participate in discussion.	3. Department of Adult Education, Florida State University. LEADERSHIP SKILLS IN ADULT BASIC EDUCATION, 1969.
4-1 Prepare information sheets with agencies categorized according to services rendered.	4-1 ---------- 4-2 Match the names of agencies to the instructors description of services offered.	4. Instructor-made information sheets.

CR-7, T-1 continued.

4-2 Instruct learners to match the names of agencies to the instructors definition of services rendered. Following completion of matching assignment on information sheets, learners will verbally match agencies with services rendered.	4-3 After completion of matching on information sheets, learner will verbally match agencies with services rendered.	
5. Demonstrate problem solving by having students choose an agency which could help in the solution of specific problems.	5. Identify agencies which provide help with specific problems.	5. National Association for Public School Education. A GUIDE FOR TEACHER TRAINERS IN ADULT BASIC EDUCATION, 1966.

DESIGNATOR: CR-7, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR-7: To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

ENABLING OBJECTIVE T-2: In a role playing situation, to identify an inequity or problem and to report to the appropriate person or agency for action.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Instructor describes hypothetical situation to class. For example, one who was dismissed from job because of back injury acquired while sacking groceries as a grocery store checkout clerk.	1-1 Role play part of worker; role play part of grocery store owner. 1-2 Discuss the iniquities which occurred in the role playing between the worker and grocery owner. 1-3 Role play the resourses the worker would take in reporting the problem to appropriate person or agency for action (attorney for Legal Aid Society).	1. Worker Unemployment Compention. 2. Legal Aid Society.

DESIGNATOR: CR ST-1, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-1: To build an oral and written vocabulary of transportation terms.

ENABLING OBJECTIVE T-1: Using terms commonly used in transportation (right of way, yield, detour, etc.), to verbally associate the words with their meanings in discussion with the instructor.

INSTPUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Place transportation related pictures posters, etc. on display for learners observation. Place a descriptive label under each item.	1. Examine and study transportation related materials.	1-1 BULLETIN BOARD KIT-AUTO. Detroit: Motor Vehicle Manufacturers Association of US, 1973. 1-2 BULLETIN BOARD KIT-TRUCK. Same as #1-1. 1-3 MULTIMEDIA KIT ON RAILROAD. Washington: Office of Information and Public Relations, American Railroad Building, 1973. 1-4 PUPIL RAILROAD KIT. Washington: Southern Railway System, 1973. 1-5 TRUCK PHOTOS FOR SCHOOL. Washington: American Trucking Assoc., Educational Services, 1973. 1-6 TRUCKS AND THINGS YOU'LL WANT TO KNOW ABOUT THEM. Same address as above 1-5, 1973. 1-7 THE AIRPORT. New York: Trans World Airlines Inc., Air World Education, 1973. 1-8 PLANE FOLDER. Atlanta: Delta Airlines, Inc. Public Relations Dept., 1973.

CR ST-1, T-1 continued.

		1-9 Materials may be obtained from local transportation facilities.
2. Describe display items.	2. Observe items as instructor gives description.	2. Same as all of #1.
3. Remove labels from display items. Conduct matching exercise involving pictures and labels.	3. Match pictures and labels.	3. Same as above.
4. Make thermal (or instructor-made) copies of pictures of different modes of transportation. Develop vocabulary of words.	4. Write the word from list under corresponding pictures.	4. Same as above.
5. Display signs from (Resource 5-1 or instructor-made ones 5-2).	5. Examine display of signs.	5-1 USEFUL SIGNS TOO SEE AND READ. Springfield, Mass.: Milton Bradley Co., 1965. 5-2 Teacher made signs.
6. Lead discussion revolved around where one would be likely to see each sign from Resource 5-1 and 5-2.	6. Participate in discussion of usual locations of signs on display.	6. Same as 5-1 and 5-2.
7. Using chalk board or transparency lead discussion of map directions.	7. Discuss the location guides on a map.	7. Chalk board and chalk, transparency showing may direction guide (North, South, etc.)
8. Ask learners to locate as far as direction, specific places on may handout.	8. Write (North, South, East, West) as specific place names are called out, by locating on map handout.	8. Local street, city or state maps.

DESIGNATOR: CR ST-1, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CT ST-1: To build an oral and written vocabulary of transportation terms.

ENABLING OBJECTIVE T-2: To write the words in CR ST-1, T-1 and to be able to recognize these on sight.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Print words CR ST-1, T-1 on chalk board or on transparency.	1. Observe and study how words are printed on list.	1. List of words CR ST-1, T-1 printed on board or on transparency.
2. Discuss the formation of printed small and capital letters found in words.	2. Practice printing the letters as they are discussed and drawn.	2. Practice printed letters on chalk board.
3. Ask learners to practice printing the words until they are familiar with method.	3. Practice printing words from list until familiar with method.	3. Same as #1.
4-6. Follow same general outline as 1-3 for cursive writing of words.	4-6. Follow same general outline as 1-3 for writing the words in cursive form.	4-6. Same as #1. Local school system handwriting manual.

DESIGNATOR: CR ST-1, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-1: To build an oral and written vocabulary of transportation terms using pictures and articles dealing with transportation, travel, traffic signs, etc.

ENABLING OBJECTIVE T-3: To read the words in CR ST-1, T-1 and other words that appear with them in context.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Using word cards from CR ST-1, T-1 and material from CR ST-1, T-2 compile list of "Words for Comprehension."	1-1. Read and study vocabulary list "Words for Comprehension" individually and with instructor.	1. "Words for Comprehension," list of words for reading taken from CR ST-1, T-1 and CR ST-1, T-2.
2. Prepare handout sheet that incorporates words from Activity 1 in sentence form. Lead class in reading and discussing sentences.	2. Participate in reading and discussing sentences on handout sheet.	2. Handout sheet incorporating words from Resource 1 in sentence form.
3. Ask learners to give orally, examples of sentences containing words from list.	3. Give example sentences which contain words from list.	3. Chalk board.
4. Using materials from CR ST-1, T-1 and CR ST-1, T-2 read pre-selected passages that contain words from list.	4. Read selected passage silently as instructor reads orally.	4. Selected materials from CR ST-1, T-1 and CR ST-1, T-2 that are in classroom quantities or that can be duplicated.

DESIGNATOR: CR ST-2, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-2: To be able to recognize and utilize signs related to transportation needs.

ENABLING OBJECTIVE T-1: To identify signs directing to or identifying various modes of transport (taxi stands, bus stops, subway stations, air terminals, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Place transportation related pictures posters, etc. on display for learners observation. Place a descriptive label under each item.	1. Examine and study transportation related materials.	1-1. BULLETIN BOARD KIT-AUTO. Detroit: Motor Vehicle Manufacturers Association of US, 1973. 1-2 BULLETIN BOARD KIT-TRUCK. Same as #1-1. 1-3 MULTIMEDIA KIT ON RAILROAD. Washington: Office of Information and Public Relations, American Railroad Building, 1973. 1-4 PUPIL RAILROAD KIT. Washington: Southern Railway System, 1973. 1-5 TRUCK PHOTOS FOR SCHOOL. Washington: American Trucking Assoc. Assoc., Educational Services, 1973. 1-6 TRUCKS AND THINGS YOU'LL WANT TO KNOW ABOUT THEM. Same address as above 1-5, 1973. 1-7 THE AIRPORT. New York: Trans World Arilines Inc., Air World Education, 1973.

CR CT-2, T-1 continued.

		1-8 PLANE FOLDER. Atlanta: Delta Airlines Inc., Public Relations Dept., 1973. 1-9 Materials may be obtained from local transportation facilities.
2. Describe display items.	2. Observe items as instructor gives description.	2. Same as all of #1.
3. Remove labels from display items. Conduct matching exercise involving pictures and labels.	3. Match pictures and labels.	3. Same as above.
4. Make thermal (or instructor-made) copies of pictures of different modes of transportation. Develop vocabulary of words.	4. Write the word from list under corresponding picture.	4. Same as above.
5. Display signs from (Resource 5-1 or instructor-made ones 5-2).	5. Examine display of signs.	5-1 USEFUL SIGNS TO SEE AND READ Springfield, Mass.: Milton Bradley Co., 1965. 5-2 Instructor-made signs
6. Lead discussion revolved around where one would be likely to see each sign from Resource 5-1 and 5-2.	6. Participate in discussion of usual locations of signs on display.	6. Same as 5-1 and 5-2.

DESIGNATOR: CR ST-2, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-2: To be able to recognize and utilize signs related to transportation needs.

ENABLING OBJECTIVE T-2: To locate and identify signs indicating departure and arrival ramps in bus, train and air terminals.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Present signs which indicate departure and arrival of buses, trains and planes.	1. Verbally describe each sign as they are presented.	1. Appropriate materials from previous resource material of (CR ST-2, T-1 through 1-9).
2. Discuss with learners signs which indicate arrival and departure in train, planes and bus terminals.	2. Explain orally the meaning of each sign as it is presented.	2. Same as above.
3. Show learners how to associate corresponding and identification numbers of buses, planes and trains with time of arrival and departure.	3. Study schedules to find corresponding and identification numbers of bus, train and plane according to time of arrival and departure.	3. Schedules from local transportation terminals, air line, railway, bus terminals, etc.

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DESIGNATOR: CR ST-2, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-2: To be able to recognize and utilize signs related to transportation needs.

ENABLING OBJECTIVE T-3: To recognize and understand transportation safety signs and signals (yield and stop signs, traffic lights, speed limit signs, and road warning signs).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Using Resources 1-1 and 1-2, explain the significance of shape in traffic signs. Distribute pamphlet to students.	1. Listen to explanation concerning the significance of shape in traffic signs. Study the pamphlet handout.	1-1 NEW LOOK IN TRAFFIC SIGNS AND MARKINGS. Washington: U.S. Dept. of Transportation, Federal Highway Administration. 1-2 KNOW THE SIGNS-BE A BETTER DRIVER. Book I, Phoenix, New York Frank E. Richards Publishing Co., 1970.
2. Ask learners to match each shape with its word meaning.	2. Match each traffic sign shape with its word meaning.	2. Instructor's handout of signs and a list of meanings.
3. Explain the significance of color in traffic signs.	3. Using handout as guide, follow explanation of color significance in traffic signs.	3-1 MANUAL ON UNIFORM TRAFFIC CONTROL DEVICES. Washington: U.S. Government Printing Office, 1971. 3-2 Same as 1-1.
4. Conduct some type of matching exercise involving traffic signs and color significance.	4. Take part in matching exercies concerning signs and their color meaning.	4. Instructor-prepared matching exercise.

CR ST-2, T-3 continued.

5. Using various resource materials and techniques, discuss with class the function of signs that indicate transport stations.	5. Participate in discussion concerning what certain signs that indicate transport stations mean.	5. Appropriate materials from previous CR ST-2, T-1 (1-1 through 1-9) and/or drawings of transport station signs.
6. Ask learners, on a one-to-one basis or as a group to explain orally the meaning of various transport station signs.	6. Explain orally the meaning of the individual transport station signs.	6. Same as #1.

DESIGNATOR: CR ST-3, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-3: To develop a familiarity with transportation schedules, and to calculate fares.

ENABLING OBJECTIVE T-1: Using time schedules to determine departure and arrival time.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Compile and circulate list of major modes of transportation: air, water, land.	1. Copy names and addresses of major transportation terminals within city.	1. Yellow pages, local telephone directory.
2. Distribute copies of time schedules.	2. Familiarize self with terms and symbols included in format of time schedules.	2. Schedules from local transportation terminals: airline, railway, bus seaport, etc.
3. Direct learners' attention to format of schedules and techniques to use in interpretation and application of printed information.	3. Study and apply information included in printed schedules.	3. Resource 2.
4. Construct exercise to determine competency of learners in finding departure and arrival time between two cities.	4. Give responses to exercise items. Give evidence of understanding by being able to find mode of transportation, identification numbers, gates, and time of arrivals and departures.	4. Resource 2.
5. Devise problems which require use of addition to compute total fares and total time between two points.	5. Use schedules to solve problems. Compare results according to findings for different modes of public transport.	5. Local public transport companies

CR ST-3, T-1 continued.

6. Accompany learners on visits to local transportation terminals for practice in finding departure and arrival time between two cities.	6. Visit local transportation terminals to use media (t.v., chalk board, human) employed for announcements of departures and arrivals.	6. Local transportation terminals.

DESIGNATOR: CR ST-3, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-3: To develop a familiarity with transportation schedules, and to calculate fares.

ENABLING OBJECTIVE T-2: Using fare rates to determine price of travel and compare rates of various modes of transport.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Use schedules to show learners how to find fares between various places.	1. Observe techniques employed by instructor to find fares between various places. Find and list sample fares.	1. Resource 2, CR ST-3, T-1.
2. Conduct oral lesson related to instructor activity 1.	2. Participate in oral lesson.	2. Resource 2, CR ST-3, T-1.
3. Prepare and direct learners in completion of matching exercises. State origin and termination points to be matched with scrambled fares.	3. Complete matching exercise. Use schedules as references.	3-1 Schedules. 3-2 Teacher-prepared exercises.
4. Review written lesson to point-up common errors.	4. Participate in review lesson.	4. Resource 2, CR ST-3, T-1.
5. Secure lists of taxi fares.	5. Local taxi companies.	5. Check on fares offered by various taxi cab companies.
6. Calculate several fares according to rates listed by different cab companies.	6. Observe instructor's computations; use own skills to devise and solve problems in which multiplication and addition is needed to calculate taxi fares.	6. Instructor's computation and resource 5.

CR ST-3, T-2 continued.

7. Compare results of calculations. Ask questions such as "Given same points of origin and termination, which company offers cheapest fare?"	7. Participate in question-answer session.	7. See resource 5.

DESIGNATOR: CR ST-3, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-3: To develop a familiarity with transportation schedules, and to calculate fares.

ENABLING OBJECTIVE T-3: To determine route changes when there are not straight-through connections.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Distribute list of highways, streets, etc. to be located on reference map.	1. Pin-point specific highways, streets buildings, etc. on reference map. Use directional terms to locate verbally.	1. Corcoran, Eileen. FINDING OURSELVES. New York: Frank E. Richards Publishing Co., 1971.
2. Using reference map, demonstrate how to trace route between two distinctive points. Designate specific points of origin and termination for learners to trace routes of connection.	2. Exhibit understanding of instructor's demonstration by orienting self (locating point of origin) and planning various routes to a particular terminal point. Select most convenient route.	2. Haring, L. Lloyd, Neal, Winfred, et. al. MAPS: HOW WE READ THEM. Chicago: Learning, Inc., Coronet Instructional Films, 1963 (Soft-cover).

DESIGNATOR: CR ST-4, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-4: To be able to find and utilize information sources for transportation facilities.

ENABLING OBJECTIVE T-1: To find telephone listings of various transportation agencies and to request relevant information as to route schedules and fares.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Demonstrate the use of yellow pages in telephone directory.	1. Locate various sections of the yellow pages.	1. Local telephone directory.
2. Demonstrate the location of one phone number for any mode of transportation. Direct learner activity in locating and listing several such numbers.	2. Locate and list telephone numbers of several modes of transportation from the yellow pages.	2. See resource #1.

DESIGNATOR: CR ST-5, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-5: To learn the use of maps related to travel needs.

ENABLING OBJECTIVE T-1: To recognize and understand common symbols (rivers, highways, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Introduce lesson with film, LOCATING PLACES ON MAPS.	1. View film; note unfamiliar items. Make note of questions to ask during discussion session.	1. Encyclopedia Britannica Films, Inc. LOCATING PLACES ON MAPS., Filmstrip 8523. New York: McGraw-Hill Publishing Co.
2. Conduct discussion on features of film. Give explanations to questions presented by learners.	2. Participate in discussion of film.	2. Notes from review of film.
3. Display commercially produced (or instructor-made) city map or diagram. Use large wall map, if available, as reference for reproduction of notebook copy.	3. Examine display map. Reproduce notebook copy. Note location of highways, streets, buildings, parks, etc.	3. Local Agencies: Chamber of Commerce; Traffic Bureau; Oil and Gasoline Stations; Bell Telephone Directory (ZIP CODE DIAGRAM and TOURING AND SCENIC GUIDE); McDonald's Hamburger DIRECTORY MAPS.
4. Distribute list of highways, streets, etc. to be located on reference map.	4. Pin-point specific highways, streets, buildings, etc. on reference map. Use directional terms to locate verbally.	4. Corcoran, Bileen. FINDING OURSELVES. New York: Frank E. Richards Publishing Co., 1971.

CR ST-5, T-1 continued.

5. Devise unlabeled map forms for "fill-in" exercise.	5. Use unlabeled map forms to fill in as many streets, highways, buildings, parks, rivers, etc. as can be recalled as a result of activity 4.	5. Schain, Robert and Polner, Murray. WHERE TO GET AND HOW TO USE FREE AND INEXPENSIVE TEACHING AIDS. New York: Teacher Practical Press, Inc., 1963. Lesson H, MAP STUDY.

DESIGNATOR: CR ST-5, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-5: To learn the use of maps relating to travel needs.

ENABLING OBJECTIVE T-2: To locate one's position on the map and orient oneself to the overall area in question.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Exhibit pictorial map for study of interest-points within city.	1. Use Touring and Scenic Guide as reference to locate places of interest on pictoral map.	1. See CR ST-5, T-1.
2. Develop oral lesson centered around historical data on interest points within city.	2. Use copy of Civic Section to contribute to lesson on points of interest within the city.	2. CIVIC SECTION, Bell Telephone Co., In most telephone directories.
3. Introduce plans for field trip to points of interest within city. Arrange for date and transportation of learners.	3. Participate in the field trip.	3. Chamber of Commerce may arrange for guided tour of city.
4. Select small area within city; duplicate diagram on chalk board or transparency.	4. Study small area within city; use diagram to list points of interest.	4. Resource CR ST-5, T-1 and #3.
5. Arrange chairs, desk, and other classroom objects to represent items on diagram. Mark streets and other ground-level sites with adhesive tape.	5. Assist in arrangement of room and and labeling sites.	5. All equipment required for Instructor Activity #5.

CR ST-5, T-2 continued.

6. Help learners in creation of role-playing situation which will give practice in tracing routes on diagram from various points within area to interesting sites.	6. Create role-playing situation; select desired roles. Study Civic Section of telephone directory to become familiar with facts related to points of interest.	6. See resource 2.
7. Cite example such as: Imaginary tourists wish to visit interesting points within small segment of city. Learners may assume roles of guides stationed at designated points from which to trace routes to various sites. Use descriptive language to give verbal trace and identify sites.	7. Assume role and proceed in role-playing situation.	7. Miller, Henry L. TEACHING AND LEARNING IN ADULT EDUCATION. New York: The MacMillan Company, 1964. pp. 107-108.
8. Lead discussion on effectiveness of role-playing.	8. Contribute to discussion on effectiveness of role-playing.	8. Gordon, W. J. STRANGE AND FAMILIAR. Mass: Synectics Education Systems, 1972.

LESIGNATOR: CR ST-5, T-3 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-5: To learn the use of maps relating to travel needs.

ENABLING OBJECTIVE T-3: To determine the best route or alternate routes between locations based on various contingencies (one-way streets, major intersections, numbers of turns, etc., to include intra-city and inter-city situations).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Show filmstrip, STUDYING AN AREA THROUGH MAPS.	1. View filmstrip and take notes.	1. Encyclopedia Britiannica filmstrip. STUDYING AN AREA THROUGH MAPS. New York: McGraw-Hill Publishing Co., 1971.
2. Lead discussion on filmstrip, STUDYING AN AREA THROUGH MAPS.	2. Participate in discussion and answer questions about filmstrip.	2. See above.
3. Distribute city maps. Use an overhead projector to trace on a city map three different routes between two familiar places in the city.	3. Use individual city maps to follow instructions given by instructor.	3-1 City map. 3-2 Opaque projector.
4. Distribute city map to students with instructions.	4. Trace three different routes from home to school on city map.	4. City maps.
5. Ask learners to choose the shortest route between two points.	5. Choose best of the three routes determined by distance and conditions of the road as related to turns, stops and signal lights.	5. City maps.

CR ST-5, T-3 continued.

6. Distribute city maps. Assist learners in marking with three different colored crayons three alternate routes between two given points in the city.	6. Color three different routes between two given points in the city with three different color crayons.	6-1 City map. 6-2 Crayons.
7. Instruct learners to identify one-way streets, traffic lights, thorough fares, and truns along each route.	7. List one-way streets, traffic lights, thorough fares and turns along each route.	7. Pencil and paper.
8. Direct learner activity in selection of best route.	8. Based on factors listed in learner activity 7, decide on best route.	8. Learner activity 7.

DESIGNATOR: CR ST-5, T-4 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-5: To learn the use of maps relating to travel needs.

ENABLING OBJECTIVE T-4: To use a map as a guide in verbally expressing directions (including terms such as north, south, left, right, etc.) or in listening to and following given directions.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss and show filmstrip and films, STUDYING AN AREA THROUGH MAPS and TRAVEL IN THE CITY.	1. View and discuss films. Select features which may be used as reference resources. List directional terms used.	1-1 Encyclopedia Britiannica, Inc. STUDYING AN AREA THROUGH MAPS. Film #8526 C-5C. New York: McGraw-Hill Publishing Co. 1-2 Hudson Phonographic Industries, Inc. TRAVEL IN THE CITY. Film #2001-C New York: Livingston-on-Hudson.
2. Assign directional terms which learners may use in sentences to gain experience in verbalizing while tracing routes on maps.	2. Practice correct spelling and pronounciation of assigned directional words.	2. Instructor designed directional words.
3. Using reference map, demonstrate how to trace route between two distinctive points. Designate specific points of origin and termination for learners to trace routes of connection.	3. Exhibit understanding of instructor's demonstration by orienting self (locating point of origin) and planning various routes to particular terminal point. Select most convenient route for verbal trace.	3. Resource 3, CR ST-5, T-1.

CR ST-5, T-4 continued.

4. Provide opportunity for learners to become familiar with verbal tracing; suggest possible points of origin (home, school, church) from which routes may be traced to different destinations.	4. Orient self in reference to map and from that point trace routes to points of interest within city.	4. Haring, L. Lloyd, Neal, Winfred, et. al. MAPS: HOW WE READ THEM. Chicago: Learning, Inc., Coronet Instructional Films, 1963. (Soft-cover)

DESIGNATOR: CR ST-6, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-6: To recognize time zone boundaries and understand concept of daylight savings time.

ENABLING OBJECTIVE T-1: Using a U. S. map or atlas, to locate time zone boundaries.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure and issue U. S. maps.	1. Check maps and review specific time zones for further work assignments.	1. Local and U. S. road maps from local service stations.
2. Prepare and distribute work sheets showing different time zones in the United States.	2. Discuss the work sheets pertaining to time zones.	2. WORLD TIME CHART. (A State approved mathematics, geography or science book.)
3. Distribute work sheets and require students to match various times in relationship to the various zones.	3. Complete work sheets and tell about the difficulty encountered when calling friends and relatives in various time zones other than the zone they live in.	3. U. S. Map indicating time zones.
4. Prepare and distribute work sheets with distance to several points within time zone and calculate the time required to travel from one zone to another using various forms of transportation.	4. Measure distances between points and determine the number of miles from one point to another. After computing mileage learners state the length of time it will take to drive to these locations at a specific speed.	4. U. S. and local maps.

DESIGNATOR: CR ST-6, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-6: To recognize time zone boundaries and understand concept of daylight savings time.

ENABLING OBJECTIVE T-2: To list advantages and disadvantages of daylight savings time.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Consult Power Company, Fuel Oil Co. and and Gas Company on effects of daylight savings time on the use of electricity, fuel oil and gas and U. S. Bureau of Documents for information on daylight savings time.	1. Review information pamphlets and/or brochures and formulate questions and pertinent points of interests for group discussion.	1. Alabama Power Co., Gas Company and Fuel Oil Supplies; U. S. Bureau of Documents, Washington, D. C.
2. Lead discussion on advantages and disadvantages of daylight savings time, personal and otherwise.	2. Participate in discussion.	2. Brochures and pamphlets received from agencies listed in resource #1.

DESIGNATOR: CR ST-7, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-7: To request information on and make verbal and written travel and overnight accommodations/reservations.

ENABLING OBJECTIVE T-1: To simulate a phone conversation making reservations on a bus, train or airplane (stating destination and requesting information on time of arrival and departure and fares).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Contact local telephone company to secure illustrated talk.	1. Listen to and participate in presentation by Representative from telephone company.	1. IS YOUR VOICE REALLY YOU? Local South Central Bell Telephone Company. Illustrated Talk: Professional tips on voice improvement and proper telephone techniques are highlights of this program. A recorder enables members of the audiences to hear how their own voices sound over the telephone.
2. Lead discussion relating talk to calls requesting route information.	2. List tips learned above to task of calling inter-city travel agency.	2. Pencils and paper
3. Assign companies and pair-off learners to work out calls.	3. Simulate calls to companies listed above and request specific information concerning travel between two points.	3. Telephone directory.
4. Present basic instructions regarding correct use of the telephone via discussion and filmstrips.	4-1 Listen to information presented. 4-2 View filmstrip. 4-3 Ask necessary questions for clarification.	4-1 Madden, Charles F. and Jolly, Joan. TELEPHONE IN EDUCATION. Columbus, Missouri: Stephens College, 1964.

CR ST-7, T-1 continued

		4-2 Filmstrip-TELEPHONES FOR THE COMMUNITY. Encyclopedia Britiannica, 1960 (Our Public Utilities Series).
5. Clarify meaning of terms-time, place, persons and cost as they might occur in regard to making reservations for trip.	5. Use dictionaries to understand travel terms.	5. Dictionaries.
6-1 Obtain a travel brochure or schedule from local bus station. 6-2 Pass brochures out to students.	6-1 Review the brochure. 6-2 Obtain from brochure the telephone number of travel reservation office.	6. Local bus travel brochure.
7. Instruct learner to prepare individual telephone conversation.	7. Simulate the telephone conversation by first writing it out and then by role-playing.	7. See resource 1.

DESIGNATOR: CR ST-8, T-1 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-8: To conceptualize the relationship between transportation and public problems.

ENABLING OBJECTIVE T-1: To list the advantages and disadvantages of public and private transportation.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Specify two points on a local city map.	1. Locate the two instructor specified points on a city map, noting distance.	1. City map from Chamber of Commerce or gas company.
2. Lead class discussion on problems encountered in getting from one point to another.	2. Participate in class discussion on the the problem of transportation between these two points.	2. See resource #1.
3. Assist learners in determining different modes of transportation available, keeping in mind that they must eventually make a choice.	3. Determine different methods of transportation available between these two points by calling local transportation systems office.	3-1 Telephone directories. 3-2 Telephones.
4. Direct learners in compiling list, indicating that they have identified two in previous exercises, distance and availability.	4. Compile a list of factors which must be considered in choosing a mode of transportation between two points.	4. Instructor-made transparency of compiled list.
5. Select two points representing an interstate situation on a map.	5. Determine distance between two points selected by teacher on map.	5-1 Map from gas company. 5-2 Haring, L. Lloyd. MAPS: HOW WE READ THEM. Chicago: Learning Incorporated, 1963.

CR ST-8, T-1 continued.

6. Direct learner activity in calculating time and cost of available transportation.	6. Calculate time and cost for modes of transportation available for transport between two points.	6-1 Telephone directories. 6-2 Telephone. 6-3 Information from transport offices. 6-4 Hunter, William F. ACQUIRING ARITHMETIC SKILL. New York: McGraw-Hill Book Company, 1969.
7. Lead discussion on factors examined in distance, time and cost of transportation and direct students in compiling a complete list.	7. From class discussion and previous activities, compile a list of factors to consider when traveling interstate.	7. Instructor-made transparency of learner compiled list.
8. Assist learners in identifying differences between modes of transportation (ie. cost, time, energy, parking, personal need and availability).	8. In small groups, list all differences between the two modes of transportation listed in the pairs, keeping in mind the two points of transport.	8. INDIVIDUAL DRIVER EDUCATION CURRICULUM GUIDE. Montgomery: Alabama Office of Highway and Traffic Safety.
9. Record on transparency learner listed factors in topical form.	9. Formulate these differences into topical form for factors to consider in choosing the better of the modes of transportation within the set. Make list.	9. Transparency and overhead projector.

DESIGNATOR: CR ST-8, T-2 AREA OF KNOWLEDGE---COMMUNITY RESOURCES

PERFORMANCE OBJECTIVE CR ST-8: To conceptualize the relationship between transportation and public problems.

ENABLING OBJECTIVE T-2: To be aware of difference in car performance (e.g., VW vs Cadillac) and driving techniques e.g., 50 m.p.h. vs. 70 m.p.h.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Specify two points on an interstate map.	1. Locate the two instructor specified points on an interstate map, noting distance.	1. Interstate map from local gasoline company.
2. Secure copy of Consumer Guide Report which lists the performance of Volkswagen and Cadillac cars.	2. Review handouts and formulate questions and identify significant factors	2. Consumer Reports. Consumer's Union of U.S., 256 Washington Street, Mount Vernon, N. Y. 10550.
3. Assist learners in identifying differences in car performances (ie. cost, time, energy, parking, personal need, availability and personal comfort).	3. In small groups, list all the differences between the two modes of transportation listed in the pairs, keeping in mind the two points of transport.	3. See resource #2.
4. Record on transparency learner listed factors in topical form.	4. Formulate these differences into topical form for factors to consider in choosing the better of the two modes of transportation within the set. Make list.	4. Transparency and overhead projector.

Alabama Cattlemen's Association, 600 Adams Avenue, P. O. Box 1746, Montgomery, Alabama 36103. Free booklets and pamphlets will be provided that will include all aspects of beef production, packaging, and consumer education.

American Bankers Association, 1120 Connecticut Avenue, N. W., Washington, D. C. 20036. Will provide a list of free films and booklets dealing with banking careers, money management, etc.

American Insurance Association, Engineering and Safety Department, 120 South LaSalle Street, Chicago, Illinois 60603. Various free booklets concerning fire prevention.

Job Bank Number - Alabama State Employment Service - Toll Free. 1-800-392-5653.

J. C. Penney Company, Inc., Midway Plaza, Opelika, Alabama 36801. Listed below are the educationals available, either free or lend.

Forum
Metric Song
Decision Making
Consumer Defense
Value Clarification
Clothing Communicates
Credit/A consumer resource
Preparing for an Interview
Career Decisions - Finding and Keeping a Job
Insights
Nutrition
Value Issues
Adv. & Consumer Motivation
Retail Serves the Consumer
Awareness/Insights into People
The home/An Environment for Human Growth
Financing a New Partnership

South Central Bell, Public Relations Department, 126 Church Street, Montgomery, Alabama. Free films, illustrated talks, booklets, tours, teaching aids.

State Farm Mutual Insurance Company, Bloomington, Illinois 61701. State Farm Film Loan Library. Will send a list of available films, covering a wide range of subjects.

Listed below are some free materials that can be obtained by writing to: State of Alabama, Department of Public Safety, P. O. Box 1511, Montgomery, Alabama 36102.

Your Driving Handbook. A summary of rules for safe driving.

Avoid Rear End Collisions! Rules for accident-free driving.

Can You Stop Your Car? This card will show you the total stopping distance needed at various speeds, under ideal driving conditions. Also describes the road signs, their shapes and meaning.

Defensive Driving Tactics.

How the Homeowner Can Prevent Crime.

What Every Alabama Driver Should Know. Describes the uniform system that determines when the driver license of a person shall be suspended.

The Judge Wants You. A brief digest of the requirements of law, common sense, and good citizenship. What every driver should know.

School Bus Passing Rules.

Fingertip Facts for Women Alone.

School Bus Safety is Your Responsibility.

Alabama Rules of the Road. A quick review of the principal Rules of the Road by putting them into action on an imaginary journey between a village and a nearby city.

There is also a Safety Education Officer in each district who will be glad to come to your school and show a wide variety of films and/or give talks. The Department of Public Safety will be glad to send you the name and address of the Education Officer in your district.

Single copies of Manpower Administration publications for which no price is indicated can be obtained free by writing the Inquires Division, Manpower Administration, U. S. Department of Labor, Room 10225, 601 D Street, N. W., Washington, D. C. 20213.

Guide to Local Occupational Information 1973/Fourth Edition, Fourth edition of a Manpower Administration directory (176 pages) of selected State employment service studies, bulletins, brochures, and other releases

providing current local occupational information. Data could be useful in designing training programs, for counseling in local public employment offices and schools, and for individual job-seekers and vocational counselors desiring concrete information on job opportunities in specific occupations or groups of occupations. Covers two major categories of local occupational information: Occupational Guides, which focus on the nature and characteristics of individual jobs or occupations, and Area Occupational Projection Surveys.

Unemployment Insurance--How It Works For You. Manpower Administration. Seven-page leaflet answers 10 questions most frequently asked about unemployment insurance.